

Weinberg Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

21221 S. Val Vista Road, Chandler, AZ 85249

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Dana Coughlin
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2003 Enrollment : 852
Web Address : ww2.chandler.k12.az.us/weinberg-elem/
Phone Number : (480) 812-7500
Fax Number : (480) 812-7520
E-mail : coughlin.dana@chandler.k12.az.us

Mission

Weinberg Elementary School is committed to providing each student with an opportunity to receive a quality education in a safe environment. We believe that all children can learn and be successful with the combined support of parents and the school.

School / Academic Goals

- Students in Kindergarten through sixth grades will meet the Arizona Academic Standards in language arts as measured by district testing, AIMS testing in grades three and five and Stanford 9 testing in grades two through six.
- Students in Kindergarten through sixth grades will meet the Arizona Academic Standards in math as measured by district testing, AIMS testing in grades three and five and Stanford 9 testing in grades two through six.

Instructional Programs

- On-site Special Education
- Full Day Kindergarten Program
- Technology
- Character Counts

Enrollment

October 1, 2002 School Year Student Enrollment : N/A
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 23

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 7/30/2003
Last Day of School : 6/3/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Weinberg Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 8 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Instructional Strategies/Programs
- Ü Curriculum Development
- Ü Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	54.00
Other Professional Staff	1.60	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	3	0	0
4 to 6 years	5	4	0	0
7 to 9 years	1	3	0	0
10 or more years	3	18	0	0

Shared Responsibilities

School

Weinberg Elementary is responsible for providing a safe learning environment; setting and maintaining high academic standards; setting goals and expectations for students; distributing policies; and maintaining regular home/school communication.

Parents

Weinberg parents are considered partners in the educational process. Parent responsibilities include ensuring student attendance; supporting school policies which include homework guidelines, behavior/dress codes; and transportation guidelines.

Resources Available at School Site

Special Facilities

- Ü Multimedia Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Girls & Boys Basketball (Grade 6)
- Ü Junior Achievement Grades K-6
- Ü After School Tutoring (Grades 2 & 6)

Social Services

- Ü Breakfast/Lunch Programs
- Ü Champions Before/After School Program
- Ü Clothing/Food Drives
- Ü Counseling Services

Transportation Policy

Weinberg is located in the southeastern area of Chandler. The school boundaries cover a 21-square mile area. To ensure the safety of all, students must comply with the district Safe Student Transportation Program.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Kindergarten, first and sixth grade met academic goals in language arts on the district assessments. Grades one through five met academic goals in math computation on the district assessments.
- ü On the 2002-03 Stanford 9, grades two, four and six exceeded the AZ state percentile in reading; grades two through six met or exceeded the AZ state percentile in language; and grades two and four exceeded the AZ state percentile in math.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Fantasy Baseball 6th Grade Winning Team	2002
ü District Triple A Awards	2003
ü School Volunteer Recognition	2003
ü CEF 100% Awareness Grant	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	10	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	39	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	51	43
Grades 3-4	84	71
Grades 4-5	51	73
Grades 5-6	76	71

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2034	75372	100	98	101	535	529	523	4	7	9	26	20	25	35	39	36	35	34	30
All Students (Prior Year)	82	1949	70809	NA	NA	NA	523	522	518	9	8	11	29	26	27	33	37	35	29	30	27
Female	60	1023	36901	103	98	101	527	529	524	4	8	8	30	20	25	36	39	36	30	34	31
Male	55	1011	38385	96	98	101	544	529	523	4	6	9	22	21	24	33	39	36	40	33	30
African American	NC	114	3589	NC	96	96	NC	505	501	NC	19	18	NC	25	33	NC	36	33	NC	20	16
Hispanic	24	655	29103	104	100	99	505	506	510	7	15	12	43	30	31	36	37	36	14	18	20
Asian/Pacific Islander	--	83	1574	--	98	96	--	561	549	--	0	3	--	12	14	--	32	34	--	55	48
American Indian/Alaskan Native	--	26	5086	--	93	114	--	507	491	--	9	22	--	35	38	--	43	28	--	13	12
White	88	1148	34597	99	97	98	541	541	535	3	3	4	24	15	20	36	40	38	37	42	38
Students with Disabilities	16	210	8057	NA	NA	99	468	506	496	50	20	23	0	31	31	50	26	28	0	23	17
Students without Disabilities	99	1824	67315	86	88	101	537	530	525	3	6	8	27	20	24	34	40	37	35	35	31
Limited English Proficient Students	14	357	16925	NA	NA	112	464	482	482	20	27	27	80	42	40	0	26	26	0	5	7
Migrant Students	NC	55	869				NC	486	501	NC	29	17	NC	35	30	NC	29	39	NC	6	14
Economically Disadvantaged	NC	433	26325				NC	503	504	NC	19	15	NC	31	34	NC	30	33	NC	20	18
Non-Economically Disadvantaged	114	1601	49047				535	535	530	4	4	6	27	18	21	34	41	37	35	37	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2040	75221	101	98	101	525	529	523	4	5	8	15	12	16	58	57	56	23	25	21
All Students (Prior Year)	80	1951	70860	NA	NA	NA	537	531	524	4	6	9	9	14	17	51	47	45	36	32	30
Female	60	1024	36833	103	98	100	527	532	526	2	5	6	14	12	15	64	56	56	20	28	23
Male	56	1016	38319	98	98	101	522	526	520	7	6	9	16	13	17	51	58	56	26	23	18
African American	NC	113	3597	NC	95	97	NC	516	510	NC	10	14	NC	17	22	NC	57	53	NC	16	11
Hispanic	24	656	29019	104	100	99	517	512	513	21	13	12	14	23	21	43	51	55	21	13	13
Asian/Pacific Islander	--	84	1572	--	99	95	--	546	536	--	2	2	--	2	9	--	60	57	--	37	31
American Indian/Alaskan Native	--	26	5071	--	93	114	--	509	502	--	13	20	--	22	27	--	65	46	--	0	8
White	89	1153	34543	100	97	97	527	537	531	1	2	4	14	8	12	61	59	58	24	32	26
Students with Disabilities	17	211	8006	NA	NA	99	NA	512	505	NA	16	22	NA	19	23	NA	49	42	NA	16	13
Students without Disabilities	99	1829	67215	86	88	101	525	530	524	4	5	7	15	12	16	58	57	56	23	26	21
Limited English Proficient Students	14	358	16853	NA	NA	112	466	491	489	60	28	29	40	37	36	0	32	32	0	3	3
Migrant Students	NC	55	866				NC	496	503	NC	32	19	NC	19	23	NC	39	49	NC	10	8
Economically Disadvantaged	NC	430	26256				NC	510	509	NC	16	14	NC	24	24	NC	46	51	NC	14	11
Non-Economically Disadvantaged	115	1610	48965				525	534	528	4	3	5	15	10	13	58	59	58	23	28	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2003	73654	100	96	99	528	540	530	4	6	9	17	10	13	75	74	70	3	10	7
All Students (Prior Year)	81	1933	68592	NA	NA	NA	528	552	542	10	6	9	14	9	12	70	64	63	6	20	16
Female	60	1010	36239	103	97	99	535	546	537	4	4	7	12	9	11	78	74	72	6	13	10
Male	55	992	37301	96	96	98	521	533	523	5	7	12	23	11	15	72	75	68	0	7	5
African American	NC	113	3488	NC	95	94	NC	524	515	NC	8	16	NC	20	18	NC	66	62	NC	6	4
Hispanic	24	636	28348	104	97	96	531	524	520	14	12	13	14	15	17	64	66	65	7	6	5
Asian/Pacific Islander	--	83	1558	--	98	95	--	553	547	--	0	3	--	5	8	--	75	76	--	20	13
American Indian/Alaskan Native	--	26	4947	--	93	111	--	524	507	--	13	22	--	13	22	--	70	53	--	4	3
White	88	1140	33924	99	96	96	528	548	537	3	2	5	17	6	10	78	79	75	3	12	9
Students with Disabilities	16	194	7306	NA	NA	90	NA	517	506	NA	18	24	NA	14	20	NA	63	52	NA	5	4
Students without Disabilities	99	1809	66348	86	87	100	528	541	531	4	5	8	17	9	13	75	75	71	3	11	8
Limited English Proficient Students	14	346	16422	NA	NA	109	476	502	495	40	24	30	40	26	27	20	49	43	0	1	0
Migrant Students	NC	54	849				NC	512	511	NC	29	19	NC	13	22	NC	48	56	NC	10	4
Economically Disadvantaged	NC	426	25711				NC	521	514	NC	15	16	NC	17	19	NC	61	61	NC	7	3
Non-Economically Disadvantaged	114	1577	47943				529	544	535	4	3	7	16	8	11	76	78	74	3	11	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2101	76230	99	99	101	506	510	498	12	8	12	29	33	38	10	15	12	49	45	37
All Students (Prior Year)	84	1912	72888	NA	NA	NA	493	498	494	19	10	14	29	40	40	15	14	12	37	36	34
Female	47	999	37247	96	98	100	508	510	500	8	7	11	29	35	40	13	15	13	50	43	37
Male	58	1097	38725	102	100	101	505	510	497	16	8	14	29	31	37	7	14	12	49	47	37
African American	NC	129	3594	NC	95	96	NC	489	476	NC	17	22	NC	40	46	NC	11	11	NC	32	21
Hispanic	19	693	28100	95	100	98	481	493	482	20	14	18	60	40	47	0	14	11	20	32	24
Asian/Pacific Islander	--	70	1447	--	93	95	--	548	527	--	0	5	--	17	26	--	14	11	--	69	58
American Indian/Alaskan Native	NC	20	5292	NC	77	113	NC	492	463	NC	19	31	NC	38	47	NC	13	8	NC	31	14
White	82	1168	35389	103	98	96	510	518	514	11	4	6	24	30	32	11	15	14	53	51	48
Students with Disabilities	19	260	9022	NA	NA	105	511	474	465	33	27	31	0	37	43	0	7	8	67	29	17
Students without Disabilities	86	1841	67208	81	87	100	506	512	500	11	7	12	30	32	38	10	15	12	49	46	38
Limited English Proficient Students	NC	316	14826	NC	NA	113	NC	467	460	NC	25	31	NC	52	51	NC	9	8	NC	14	10
Migrant Students	NC	53	837				NC	483	478	NC	18	19	NC	47	51	NC	6	8	NC	29	21
Economically Disadvantaged	--	423	25037				--	493	477	--	14	21	--	39	47	--	14	11	--	33	21
Non-Economically Disadvantaged	105	1678	51193				506	514	507	12	6	9	29	31	35	10	15	13	49	48	43

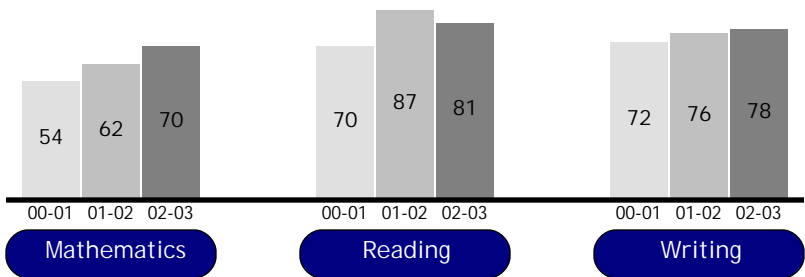
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2096	76202	99	99	101	505	509	505	16	13	19	23	22	24	47	52	46	14	13	11
All Students (Prior Year)	84	1915	72779	NA	NA	NA	501	506	505	25	17	21	25	22	20	41	46	43	10	16	15
Female	47	998	37231	96	98	100	511	510	507	8	10	16	24	22	24	42	55	48	26	13	13
Male	58	1093	38718	102	99	101	501	507	503	22	15	22	22	24	24	51	49	44	4	12	10
African American	NC	129	3600	NC	95	97	NC	504	497	NC	21	28	NC	22	29	NC	48	39	NC	9	5
Hispanic	19	689	28090	95	99	98	495	498	497	30	25	28	40	30	30	20	38	37	10	6	5
Asian/Pacific Islander	--	70	1443	--	93	95	--	526	515	--	0	9	--	14	19	--	54	53	--	32	19
American Indian/Alaskan Native	NC	21	5311	NC	81	113	NC	494	491	NC	29	38	NC	29	31	NC	35	28	NC	6	3
White	82	1166	35371	103	98	96	507	514	512	14	7	10	20	20	20	50	59	54	16	15	16
Students with Disabilities	19	258	9097	NA	NA	106	504	496	493	33	36	39	0	27	27	67	31	29	0	6	5
Students without Disabilities	86	1838	67105	81	87	100	505	509	506	15	12	18	24	22	24	46	53	47	15	13	12
Limited English Proficient Students	NC	315	14780	NC	NA	113	NC	486	486	NC	45	50	NC	40	32	NC	15	18	NC	0	1
Migrant Students	NC	53	832				NC	491	492	NC	41	36	NC	32	31	NC	26	31	NC	0	3
Economically Disadvantaged	--	420	24961				--	497	495	--	27	32	--	33	30	--	35	34	--	6	4
Non-Economically Disadvantaged	105	1676	51241				505	511	509	16	10	14	23	20	22	47	56	51	14	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2069	74692	95	98	99	505	514	502	11	11	18	34	24	27	50	55	47	5	10	8
All Students (Prior Year)	84	1886	70710	NA	NA	NA	521	519	512	7	12	17	32	25	26	44	44	42	17	18	16
Female	47	996	36710	96	98	99	520	520	509	5	9	14	24	20	26	63	59	50	8	12	10
Male	54	1068	37742	95	97	98	492	507	495	17	13	22	43	28	28	38	51	44	2	9	6
African American	NC	124	3516	NC	91	94	NC	508	487	NC	16	26	NC	28	31	NC	45	39	NC	11	4
Hispanic	18	684	27492	90	99	96	478	493	486	20	21	27	60	31	32	20	43	38	0	5	4
Asian/Pacific Islander	--	69	1428	--	92	94	--	548	528	--	2	8	--	19	20	--	47	54	--	32	18
American Indian/Alaskan Native	NC	20	5166	NC	77	110	NC	481	470	NC	38	39	NC	19	32	NC	44	27	NC	0	2
White	79	1156	34785	99	97	94	510	523	517	10	6	10	30	20	23	54	62	56	6	11	11
Students with Disabilities	19	243	8428	NA	NA	98	511	481	472	33	30	38	0	29	30	67	37	29	0	4	3
Students without Disabilities	82	1826	66264	77	86	99	505	515	503	10	10	17	35	24	27	49	56	48	5	10	8
Limited English Proficient Students	NC	308	14363	NC	NA	109	NC	463	459	NC	39	47	NC	39	34	NC	21	19	NC	0	1
Migrant Students	NC	51	814				NC	469	475	NC	41	33	NC	28	37	NC	31	27	NC	0	2
Economically Disadvantaged	--	416	24507				--	491	480	--	23	31	--	31	33	--	41	33	--	5	3
Non-Economically Disadvantaged	101	1653	50185				505	519	511	11	9	13	34	22	24	50	58	53	5	11	10

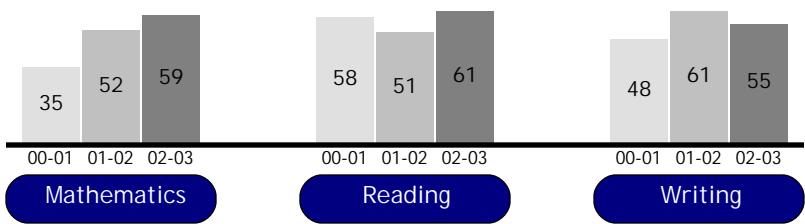
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	78	60	60	53	90	51	53	44	99	59	57	50
	Language	83	46	53	45	90	49	50	39	99	54	53	43
	Mathematics	83	52	63	56	90	67	63	52	100	72	63	57
3	Reading	86	56	56	50	94	46	51	43	99	51	56	47
	Language	87	57	61	55	93	56	57	50	100	66	63	54
	Mathematics	86	50	59	53	94	55	56	50	99	57	61	54
4	Reading	76	64	59	55	92	55	56	47	95	63	60	52
	Language	84	52	55	50	92	54	53	45	100	52	54	48
	Mathematics	84	52	60	56	89	60	59	52	100	60	61	57
5	Reading	95	48	57	51	93	46	54	46	97	52	58	50
	Language	95	36	51	46	92	51	50	43	99	56	54	46
	Mathematics	96	56	63	56	93	58	60	54	100	59	65	57
6	Reading	98	61	59	54	94	51	57	49	98	61	59	53
	Language	98	53	52	46	93	39	51	42	98	50	52	45
	Mathematics	98	69	68	61	93	61	65	58	100	64	68	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Weinberg School provides a safe and orderly learning environment. The following procedures are practiced: emergency drills; identification badges; orange vests worn; staff carry two-way radios; visitors sign-in; and each class has a Crisis Manual.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Dana Coughlin	(480) 812-7500
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Michele Dussault	(480) 812-7500
School Nutrition Programs	Joanne Johnson	(480) 812-7504
Parent Organization	Veronica Foster	(480) 812-7500
Student Health/Nurse	Carolina Marquez-DeVries	(480) 812-7502

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards